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ABSTRACT

The goal of the Total Involvement Professional Semester (TIPS) was to allow elementary education students at Shippensburg State College to become involved in an educational environment in a meaningful way to develop their professional knowledge and skills. The experimental program consisted of five important components: a) three weeks of concentrated study of contemporary educational theory and methods; b) direct involvement with children for four half-days per week; c) 10 one-day field trips to offer contact with a variety of teaching methods, practices, and organizations; d) two weekly seminars to discuss problems directly related to the students' interaction with children; and e) individual improvement schedules where conferences, audio and video tapes, interaction, and other types of analysis were used. Evaluation of the TIPS programs shows that a) students initially have difficulty in this kind of informal setting but, given support and encouragement, they will adjust and accomplish more than in traditional programs; b) the attitude and philosophy of the participating classroom teacher is critical to the student's success; c) the professors' work load for this type of program is enormous and must be taken into account in the planning stages; and d) while increased resources of all kinds are necessary for the successful implementation of such a program, the resulting benefits make the allocation of such resources worthwhile. (HMD)

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REPORT OF
TOTAL INVOLVEMENT PROFESSIONAL SEMESTER

TIPS

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INTRODUCTION

The fall of 1972, during a televised conference on flexibility, Secretary of Education Pittenger announced that $250,000 was available to the fourteen Pennsylvania state institutions for innovative programs in education. As a result of a proposal submitted by Dr. James Payne of the Elementary Education Department, Shippensburg State College received $24,000 of the money available. TIPS was the result of that grant.

DESCRIPTION OF TIPS

The Elementary Education Department of Shippensburg State College operates a Professional Semester for pre-service and pre-student teaching elementary education majors. During the Professional Semester, students divided into five sections, participated in the following block of methods courses:

The Teaching of: Reading, Science, Mathematics, Social Studies, and Language Arts, and the Use of Audio Visual Materials.

These courses were taught by six professors in a traditional classroom setting, allowing for limited involvement with elementary children.

TIPS took one section of the Professional Semester Block and involved the college students with two, rather than six professors. These professors were selected so as to balance their areas of strength.

One professor, Dr. James Payne was responsible for the Teaching of: Science, Mathematics, and the Social Studies. The other professor, Dr. Jerry Stafford, was responsible for the Teaching of : Reading, Language Arts and The Use of Audio Visual Materials.

Five important elements were involved in TIPS:

1. Theoretical input involving three weeks of concentration to orient students to contemporary theory and methods, plus required reading in each subject area and general education to be read during the semester.

2. Direct involvement with children for four half days per week. This involvement gave meaning to the reading of theory and seminar discussions.

3. Ten one day field trips to offer contact with a variety of teaching methods, practices, and organization.

4. Two weekly seminars where problems and questions raised by involvement with children, field trips and readings were discussed.

5. Individual improvement schedule where conferences with professor, audio, taping, interaction analysis and other types of analysis were used.

The goal of TIPS was to allow each student to interact in an educational environment, questioning, transforming, examining and absorbing it in order to develop his own knowledge and skills and to become a self motivated seeker for professional improvement.

IMPLEMENTATION

For the first three weeks of the sixteen weeks college semester, the twenty-eight participants of TIPS met daily for concentrated theoretical background. During this block of time TIPS' professors attempted to orient students to contemporary theory and methods in the

various courses and to acquaint students with the mechanics of TIPS. Some of the topics discussed were: 1. Behavioral Objectives 2. Learning Stations 3. Lesson Planning 4. Use of Library Materials 5. Bloom's Taxonomy 6. Questioning technique 7. Piaget's research concerning cognitive development 8. Flander's System of Interaction Analysis 9. An introduction to the methods areas of the Teaching of: Mathematics, Science, Social Studies, Reading, and Language Arts. Assignment of the college students by teams to an elementary classroom was made. The students had the opportunity to meet the principal, tour the school and visit the classroom in which they would later be working.

During this three weeks period, an open house for cooperating teachers and college students, was held at a professor's home. The purpose of this open house was to allow students, teachers and professors to interact in an informal atmosphere.

The fourth week the students began the experience of working with children, four half-days per week. From four through nine weeks this experience was in the afternoon. As can be noted in the first letter sent to cooperating teachers, (See Teacher Reaction to TIPS) this experience was not to be a "student teaching" experience. During this experience, students tried out ideas discussed in Seminar, or discovered from their reading or field trips, as they worked with small groups of children. The students learned to interact with children of various abilities and personalities; they received opportunities

to diagnose and evaluate children's learning; and they planned for the utilization of and used materials, methods and strategies for learning.

During their experience with children the students were required to tape a minimum of two of their sessions with children and analyze their verbal interaction with children using the Flander's System. They were also to be video taped several times. Due to problems of setting up the video tape, this aspect eventually had to be dropped. It was replaced with the use of audio taping whereby both the student and the professor listened together to the playback of the tape. Suggestions for improvement were given the student by the professor. Classroom visits were followed by suggestions for student improvement. Lesson plans, learning stations, units of work, and other structured activities were examined by the professors. A minimum number of tests in each 'teaching of' area were administered.

Originally, the plan was to have students change classrooms at the beginning of week ten. This would provide them with experience at another grade level. However, it became apparent that the program would function more smoothly if this change did not take place. Students suggested that since both they and their cooperating teacher were only now becoming adjusted to the program, it would be better not to change. Since the students at the beginning of the program were promised the opportunity to make this change, they were given the choice to change if desired. None asked to be changed.

TEACHER REACTION TO TIPS

It was thought by some professors involved in the supervision of student teachers, that public school teachers would be hesitant to volunteer for participation in TIPS. Also, clearance for TIPS was not given by the State Department until December of 1972, and the program was to be in operation in January of 1973. This allowed little time for planning and seeking teacher cooperation.

Due to its proximity to the college, the Shippensburg School District was selected by the Department of Elementary Education as the school district to ask for cooperation. Immediately following approval for the program from the Pennsylvania Department of Education, a meeting was scheduled with the Curriculum Director of the Shippensburg School District. He was very favorable to the program and suggested that Central Elementary and J. W. Kline be the schools in which college students work. Central was selected due to its proximity to the college. J. W. Kline was selected because one of the professors involved with TIPS during Fall Semester, 1972, had involved eleven students one hour a week in the third grade at J. W. Kline School. Both J. W. Kline School and Central were traditional schools.

At this meeting it was agreed that the two professors to be involved with TIPS would meet with the teachers at Central. This meeting was set up by the Curriculum Director of the Shippensburg School District and the principal at Central. At this meeting the TIPS Program was described by the professors involved, and the teachers responded with questions and comments. Several teachers expressed opposition to

the program and their involvement with it. The teachers were given several days to volunteer for participation in the program, if they so desired. Twelve of the fifteen teachers at Central and three of the five teachers at J. W. Kline volunteered. The grades and the number of teachers involved were: Kindergarten - one teacher; First - two teachers; Second - one teacher; Third - three teachers; Fourth- two teachers; Fifth - one teacher; Sixth - three teachers; and Special Education - two teachers.

After the college students were involved in the classrooms there were still questions and opposition, on the part of the teachers, to the program. Arrangements were made to meet individually with every teacher involved and discuss at length any questions or problems the teacher had. While a time-consuming experience, this proved to be a very rewarding occasion and marked a turning point in teacher reaction. Many of the teachers had no problems even at this time. Later during a visit to her classroom, one of the teachers remarked, "We had some misunderstandings at first, but now things are going very well. We are learning so much from each other."

One teacher wrote the following letter to the professors involved.

"I would like to share Mike's experience in using his first learning center on creative writing in my class. I can sum it up as being an excellent learning experience. His method of presentation was conducted in a manner that displayed complete confidence.

"I can't begin to explain the student's' reaction to this type of experience. It was just great. They were given a chance to express

themselves in many ways.

"Stress was placed on creativity, rather than sentence structure which sometimes a teacher will often place too much emphasis."

One month before the college students began working in the classroom, each cooperating teacher received the following letter.

We appreciate your volunteering to open your room to college students. We realize that just as we have unanswered questions and moments of anxiety, you have unanswered questions and anxious moments. However, we are convinced that this can be a rewarding experience for you as a teacher, for your pupils, for the college students and for the college. We expect you to feel free to discuss with us any problems which might arise.

We want our students to "get in there" and experience working with children. While not a student teaching experience, this experience must be more than observation for the student. We realize that this may mean an adjustment on your part as a teacher. You are to be commended for your willingness to make this change.

We will be attempting to guide our students into ways of meeting the needs of children. Activities which we hope they can plan for and direct with children are:

1. Use of manipulative materials in math instruction
2. Analyze a given pupil's errors and misconceptions in math and assist this student in correction of errors and misconceptions
3. Use of guided discovery in assisting children in concept and generalization development in math.
4. Develop "behavioral objectives", plan and execute experiences for achievement of these objectives in math.
5. Relate math to the world of the child by using problem solving situations.
6. Develop a mini-unit in social studies and guide a small groups of pupils through the experiences of the unit to the pupil development of concepts and generalizations
7. In Social Studies, use inquiry teaching in working with a few pupils.
8. Guide a few children in the process approach to science. This will involve:

observing
classifying
communication
measuring
predicting
inferring
using space/time
relationships & numbers

and depending
upon age level
of pupils

Formulating Hypotheses
Controlling Variables
Experimenting
Defining Operationally
Formulating Models
Interpreting Data

9. Diagnose and teach skills in reading readiness.
10. Teach word attack and spelling skills using the discovery techniques.
11. Plan and implement activities for enlarging children's vocabularies.
12. Develop reading skills using the basal reader approach (DRTA) and the language experience approach.
13. Use informal techniques for diagnosing the language needs of the individual child.
14. Plan and implement activities for using children's drama, for developing children' listening-thinking skills, for teaching handwriting, practical writing and creative writing and for developing speaking skills.
15. Develop techniques of using multi media in the class room.

We recognize that the development of these skills is a long term process. We also, recognize that not all college students will be able to engage in all of these activities during the short time spent in the classroom. Many ideas presented to these students are not expected to be used in your classroom.

Our students will be human. They are in the process of learning. While they should make many contributions to your classroom they will also make mistakes, At times they may be hesitant or awkward. We appreciate your willingness to work with these aspiring teachers.

On February 5, the college students are scheduled to begin experiences in your classroom. To avoid confusion we will plan for morning half day sessions from February 5 to March 16. On March 19, the college students will change to afternoon sessions. lso, at this time, college students desiring experience at another grade level may make the change.

As soon as possible we will give you a schedule of the planned field trips. As bus room is available and you can secure a visitation day, you are invited to accompany the college students. We will attempt, if possible, to schedule field trips on Wednesday or Friday.

On January 15, we will give you a copy of the course outlines and other materials to be distributed to the college students. These are for you to use in any way you wish. We are not implying that you need to read all of this material, but we offer it due to a request at

our meeting.

We are looking forward to this experience and we feel certain that the college student will greatly appreciate the opportunity you are creating for them.

Periodically, throughout the program, teachers were sent a TIPS newsletter. The following is a sample of one such letter.

Drs. Payne and Stafford met with cooperating teachers during the week of February 12. The following suggestions were made to cooperating teachers during the meeting.

1. Students should be planning instructional activities for children. In doing this it is suggested that students work with a small group of children over a period of time.

2. Students should take their Language Arts and Reading course outlines to school with them. The areas in which students have developed instructional competency will be recorded on the course outlines. Cooperating teachers are encouraged to look at the course outlines and assign responsibilities in the areas in which students have developed competency. In addition, students are encouraged to volunteer to teach using those competencies that they have developed.

3. We would like to visit periodically and see the seminar students teach. It is suggested that the seminar student discuss with the cooperating teacher when suitable times for visits can be arranged. The seminar student should also discuss where she will meet with her children. We do not want to impose upon the classroom teacher. Possible meeting places will include a vacant room, the hallway or perhaps, in the classroom.

   Attached is the students' schedule for weeks eight through sixteen. Note that students will change from morning to afternoon on March 19.

In the final evaluation of the program the teachers were asked if they would volunteer their classrooms again for this experience. Of the fifteen teachers involved, ten teachers said yes, one teacher answered maybe and four teachers said no. The teacher answering maybe was selected at the beginning of the program when it was discovered that

the college class enrollment was 28 rather than the planned 27. Two of the teachers said no because they were not returning to the classroom in the fall. There comments were:

> I will be on maternity leave for a year., and Because I will not be here next year but I have enjoyed being in the program. However, if I were staying I would volunteer my classroom for next year.

The one teacher answering no displayed a very negative attitude to the program when it was first discussed with the teachers. The building principal reported that he, the principal, discussed this attitude with this particular teacher who then agreed to offer his classroom for the program. This teacher's final comment was:

> With the demands placed on the elementary curriculum, I feel this is placing a burden on the classroom teacher without receiving any form of compensation. I also felt that there was not a definite follow-up between the professor and teacher.

The comment of the other teacher responding no was,

> I find that the idea of not having the students at the full time use (sic.) makes it almost impossible to aid me. Math and reading fit in well to the seminar program. Other subjects we made revision for which with the time allotment (sic.) left me up in the air one day and completely dropped a good plan because of the change in schedule from morning to afternoon. To reconsider doing this project again, I would need more information on the way thing (sic.) would be handled and in advance so I could prepare in advance.

Comments of the teacher responding maybe were,

> I was under a false impression that these students were more like a student teachers (sic.) and not so busy with college class activities. If I volunteer again I would only want one student and a better idea of what time they have to spend on fourth grade class activities. Also I would want a clearer understanding between the student and myself cooperating with the professors on what lesson plans are to be done, when they should be handed in if (sic.) they're to be done at all by the students.

Other comments, all questioning certain aspects of the program are as follows:

> ...If there is not as much pressure put on the students. I mean this in several ways. Firstly, I feel a strong imbalance of importance between in-service experience and classroom (college) participation. Secondly, this particular seminar section has as many requirements in their college classes as do the other sections. This combined with the demands of a part-time job (which is what they are actually doing here) is too much mental pressure. I realize that some of their classroom requirements overlap with my demands, but I honestly feel that other assignments might be more conducive to a pleasurable and meaningful experience. I feel the objectives you have set up for the program are being disguised by extraneous assignments. Why should these students be expected to memorize the opinion of one author of one particular book when they are here learning to form their own opinions? Yet, if they can reiterate what that author says, you give them more credit than if they got 27 fourth graders to love poetry or actually enjoy everything about school. Amen.
>
> My other 'if' would concern the field trips. I would like it better if our weeks were not quite so choppy.
>
> I would prefer to have one student in my room at a time--not two!
>
> Not in September '73 - Scheduled for a student teacher. (Several teachers expecting student teachers in September expressed this reaction. However, one of the most successful experiences of students in this innovative program was with a teacher who had her first student teacher this semester.)
>
> Felt the time students were in classroom was too spasmodic. On a more consisten basis. Correct the condition in which students found themselves doing duplicate work or too involved in course work to do things classroom teacher desired. Have more time for our classroom projects and not so much duplication with courses and our requirements.
>
> Could it be so arranged that for one or two of the weeks they would be in the classroom full days in order to see the continual operation, etc. Perhaps less stress on tests and more classroom evaluation and activities.

The following two comments are representative of the favorable comments received from teachers concerning the program.

> I am very pleased with the TIPS program. I have gained much from it. Hopefully, these seminar students have gained by working with the children and by being in the classroom. This practical experience is far better than the 'regular' block of seminar classes. They, the seminar courses, are a 'sore spot' with me.

> I feel this experience of having seminar students in the classroom has greatly benefited the children with whom they have worked. It has provided more individualization of instruction, greater meeting of emotional needs and broadened their educational experience in general. One parent expressed appreciation for the wealth of learning experiences provided by the college students. She felt her son was learning more because of these experiences. It has been enjoyable and profitable for me as a teacher also. The students were receptive to suggestions and were in turn able to give suggestions for better learning experiences. It truly was worthwhile and I do hope this type of teacher training will continue.

At the end of TIPS, the teachers were asked to evaluate the quality of the college students participation in each classroom. The results of this report were that 75% of the college students received an excellent rating, 25% received a good rating and none received an average or poor rating.

STUDENT REACTION TO TIPS

The section of students involved with TIPS was randomly selected by the Elementary Education Department Chairman. Twenty-eight students had been assigned to the section chosen. During the first meeting with these students, TIPS was described and students were given the opportunity to withdraw from the section participating. The original proposal for TIPS envisioned twenty-five students participating. Provision had been made with the Shippensburg School District to place twenty-seven students, if necessary. Thus, the directors of TIPS were anxious to have one or more students withdraw from the section involved with TIPS. In spite of student conflicts with work, band, etc., no student withdrew from the project.

After TIPS was presented to the students, each student filled out a one page data sheet. (See appendix for a copy of the data sheet.) The data sheet ended with the following two exercises.

1. Circle each word which describes your anticipation of the experience.

fearless	eager	enthusiastic
apathetic	apprehensive	fearful
indifferent	happy	unconcerned
hostile	complacent	inspired
interested	excited	

2. In a brief paragraph describe your feelings concerning this project.

The following were the words circled, item 1, with the per cent of the twenty-eight students circling the particular word:

Interested	100%	Excited	68%
Eager	79%	Enthusiastic	71%
Apprehensive	50%	Fearful	30%
Happy	30%	Inspired	21%

In the brief paragraph, item 2, the most frequent comment was:

This program will be good preparation for student teaching. (This was given by nearly one-half of the 28 students.)

Other comments given by more than one student were:

Anticipation of a lot of work

It will be beneficial to get into the classroom and work with kids.

I think it sounds like a good program.

Sounds better than the traditional seminar program.

I am willing to work to make it a success.

Random selection of two complete student comments are as follows:

I am extremely interested in this project and I feel that it will be a very rewarding experience. This should be a great preparation for student teaching.

I am very interested in working with children and having direct contact. I am a little afraid of the teaching because I am not sure I'll be aggressive enough. I am excited and eager to try.

TIPS offered students more freedom and more responsibility than they were at first prepared to handle. The college students were responsible to read the texts on theory used by the other four sections of the Professional Semester. They would need to be professionally aggressive in working with teachers so as to gain a variety of required experiences with small groups of children. They would need to plan for these experiences, take field trips and attend weekly seminars. At first, many students were greatly concerned about the work load, about grades, and about due date schedules for required activities. Even though it was impossible to schedule due dates because of varied classroom schedules, students asked for and received a tentative schedule. As the students became deeply involved in the project, these fears

appeared to vanish.

Students became deeply involved in the classroom activities. Four examples will indicate this involvement. Each spring, J. W. Kline School gives an evening musical program. When this program was presented four out of the six students attended voluntarily.

Central Elementary School scheduled parent conferences for an afternoon when students were scheduled to be there. Rather than miss a half day session with children, several students voluntarily spent the forenoon working with the children.

In working with a social studies unit two of the college students arranged for two college professors from the Geography Department of the college to come in and speak to the children.

One student spent part of the Easter Recess working in the school.

Students also appeared to have purpose in their involvement with theory and content. The professor (Dr. Payne) handling the mathematics aspect of this experience previously structured his course with students satisfied with a grade of C completing chapters one through sixteen of the text. Students desiring a grade of B completed the C text requirements plus the four chapters discussing measurement and geometry. Students desiring an A completed all 24 chapters of the text. Tests were administered to ascertain that students achieved an understanding of the text. During this innovative experience, the same structure in mathematics was followed. In spite of the heavy work load of the students all the 28 students elected to take the test for a B. This structure had been used previously with eight sections of students. Never

had all, or nearly all, students elected to take the B test. Of the twenty-eight students taking the B test, all but five of them passed it. Seventeen of the twenty-eight students took and passed the A test. This represented nearly three times the eight section average of 23% for students taking and passing the A test.

The following comments were volunteered informally by students on separate course evaluations and thank you notes to professors.

> Projects which otherwise would have been meaningless became extremely meaningful and learning experiences for myself as well as children. My experience in the classroom has been very rewarding... This by far has been one of the most meaningful times I have experienced during my educational pursuits.
>
> My encounters in the classroom have been especially rewarding. I now feel well prepared and confident for my student teaching semester.
>
> I went into the classroom with ideas which I thought were interesting. Idea after idea flopped because the kids aren't interested in much of anything. I became disgusted and discouraged but I still continued to try to teach those kids. I had discipline problems beyond belief and I tried many methods to solve the problem, but the kids knew that I wasn't their teacher. (The only one of its kind).
>
> The work I put into the class (science) was not the most difficult that I have ever done but perhaps the most rewarding. I do not particularly like science, but the enthusiasm the class (public school) poured into it has made me much more involved in it than I ever thought possible.
>
> I have really enjoyed this program and I feel that I really profited by it.
>
> This has been a great program and I have enjoyed it very much. Thank you again.
>
> I must tell you that this experience has truly done a great deal for me and I have learned so very much about teaching and about Special Education students. I only wish that everyone would try working in a situation like ours to see just what an experience it can be.

At the end of the TIPS experience a formal evaluation was scheduled. (See appendix, Evaluation of TIPS). This evaluation revealed that fifty-nine percent of the students saw TIPS as very much helping to make theory more meaningful and thirty-seven percent as making theory somewhat meaningful. Only four percent saw TIPS as helping little in making theory more meaningful.

In analyzing how helpful the TIPS experience was in helping to understand children, eighty-nine percent of the students responded very much, eleven percent some, and none little. Seventy-eight percent of the section said they would want to see more of this type of experience during the Professional Semester, twenty-two percent wanted some, and none wanted less.

The two aspects of the TIPS experience felt by the college students to be most meaningful were the opportunity to work with children listed by one hundred percent of the group, and the field trips listed by forty-six percent of the group. Twenty-one percent also noted that theory was made more meaningful.

The college students were not as unified concerning aspects of the TIPS program which they would like to see changed as they were in the experiences they felt to be most meaningful. Under the question, "What aspects of this experience do you feel were most meaningful?" eight items were mentioned. The three items noted by more than eleven percent of the class have been named above. However, under the question, "What aspects of this experience would you like to see changed and how changed?" twenty-seven items were mentioned. These items suggested for change which received mention by more than eleven percent of the students and

the percent of students mentioning them are:

1. Limit the amount of work - 46%
2. A few less field trips - 32%
3. Limit time in schools - 18%
4. More time to study for major tests - 18%
5. More time in class to discuss what happened in schools - 14%

Another item on the "Evaluation of TIPS" stated: "Circle the words best describing your feeling about this experience."

rewarding	exciting	lousy
boring	worthless	interesting
inspiring	worthwhile	challenging
beneficial	dull	complacent
hostile	happy	indifferent

The following were the words circled with the percent of the twenty-eight students circling the particular word:

rewarding - 100%	hostile - 15%	happy - 56%
boring - 11%	exciting - 43%	interesting - 89%
inspiring - 44%	worthwhile - 100%	challenging - 100%
beneficial - 96%		

When asked if the student would take this experience again, eleven percent of the students said yes, eighty-nine percent of the students said yes, if there were changes, and none of the students answered no.

Personal reactions to the experience were many and varied. Twenty different reactions were noted. The reactions mentioned by more than eleven percent of the students and the percent of the students mentioning them are:

1. A good experience -65%
2. A help for student teaching and teaching - 32%
3. Work load too heavy - 25%
4. Learned how to deal with kids - 21%

Three randomly selected student comments on the final formal evaluation under personal reactions are:

I enjoyed having this experience. I was glad to finally get into the schools after being here for 2½ years. It was very challenging. I felt the work load was too much and didn't allow us enough time to really do a good job and have time to talk to our professors.

I learned a lot from this experience. I feel that I know a lot more than if I would have been with kids for two weeks (All Professional Semester students spend two full weeks in the classroom). I had more of a chance to apply what I learned and if it didn't work I still had plenty of time to try again. It was very helpful being able to talk to a professor when I needed them (sic) and discussing theory and problems on a personal basis.

Personally, I received much from the experience simply because the theory and learning centers could be used with children, thus making their principles more meaningful.

FIELD TRIPS

Ten one day field trips were planned to provide contact with a variety of teaching methods, practices and organizations.

To introduce students to various types of open space education, two field trips to open space schools were taken - on February 23, Potomac Heights Elementary School, Washington County, Maryland was visited in the morning and Summitview Elementary School, Waynesboro, Pa., was visited in the afternoon. While Potomac Heights Elementary School opened four years ago as an open space school, Summitview opened two years ago with removeable partitions. Thus, the teachers can move into open space as they feel prepared. On May 4, Northfield Elementary School and West Friendship Elementary School in Howard County, Maryland were visited. Northfield Elementary serves as the model elementary school in this county, known nationwide for the new city, Columbia. West Friendship Elementary School is an older school in the county which first began using open space between two classrooms because of building problems, rather than a philosophy of open space. This lead to the beginning of team teaching at West Friendship and the selection of its experienced principal to develop Northfield Elementary School.

As an introduction to inter city education, students took a one day field trip to York City Schools on March 9 and another one day field trip to Harrisburg City Schools on May 2. The token system, peer teaching and the crisis room were among the programs observed.

A trip to the Youth Development Center, Loysville, Pa., introduced the students to the philosophy of working with children in trouble

with the law. Another field trip to Special Services at Carlisle introduced the students to children experiencing physical, emotional, and intellectual difficulties in learning.

Since early childhood education is increasing in importance, one field trip took the students to three Early Childhood Centers in Harrisburg, Pa. Another field trip to the Dover Intermediate School provided them contact with the emergent philosophy of the meddle or Intermediate School.

To provide awareness of available state services to teachers, a day was spent visiting PSEA and PDE in Harrisburg. This trip also provided them with an opportunity to tour the state capitol and visit in the office of the state senator representing the district in which Shippensburg State College is located. An introduction to the State Library and the State Museum and their potential use by educators was also provided.

A field trip to the West York Schools provided the students the opportunity to view first hand, some of the exemplary programs which have been developed there over the past four years.

Persons connected with TIPS, other than the students involved were also given an invitation, as space permitted, to accompany personnel on field trips. This offer was accepted to the extent that a student teacher, other students and several teachers of the Shippensburg School District took advantage of the offer.

While it was thought that the field trips were well planned and offered a wide variety of experience, it was discovered that college students appeared to lack the experience needed to profit greatly from them. Experienced teachers on a field trip saw, due to a better point

of reference, much more than did college students. Thus it would appear that field trips for college students, while of great value, need to be limited. The criteria for selecting field trips appears to be: Can the students identify with the activity being observed? Where college students could become involved with children, there seemed to be a greater feeling on the part of the college student that this experience was worthwhile.

College students in analyzing these experiences said things like the following about the field trips:

1. Field trips provided ideas for future use in the classroom
2. They exposed us to many more ideas than we otherwise could have experienced, through seeing how other schools and classrooms are run.
3. They helped me to decide how I want to teach.

The students seemed especially to identify with Summitview Elementary School at Waynesboro. This school was constructed so that teachers could move at their own pace from conventional classrooms to open education and open space.

The field trip experiences were ranked by students according to value as follows: (The trip with the greatest value is listed first thus progressing to the trip with the least value listed last.)

1. Potomac Heights and Summitview
2. Carlisle Special Services
3. Early Childhood, Harrisburg
4. Inter-city, Harrisburg
5. Columbia, Md. - Northfield and West Friendship Schools
6. Loysville Youth Center
7. Harrisburg, PDE, PSEA
8. West York
9. York City
10. Dover Intermediate School

Possibly, the timing of these field trips influenced the students' rating. For example, had Potomac Heights and Summitview, which was the

first field trip, replaced Columbia, Md., which was next to the last, would the ratings have been reversed?

FORMAL RESEARCH OF TIPS

Besides the informal feedback reported elsewhere, three validated instruments were administered to the students during the first and last week of the experience. The Minnesota Teacher Attitude Inventory was used to measure attitudes toward teaching and any change of attitudes towards teaching. The Tennessee Self-Concept Scale was used to measure ten aspects of self-concept and any change of self-concept. The Roheach Opinion Scale was used to measure open-mindedness versus dogmatism.

Section E of the Professional Semester was chosen as a control group for these measures. These three instruments were also administered to the students of section E during the first and last weeks of the semester. Section E experienced the regular Professional Semester.

Due to insufficient time the statistical results of these measures could not be analyzed in time for this report. However, an analysis will be made. The prediction is that there will be no significant differences. Rather, it is believed that much of the value of a program such as TIPS occurs over a period of several years growth as a developing professional. The self responsibility and learning how to learn as a professional which were important in TIPS should lead to continuous professional growth.

GOALS ATTAINED BY STUDENTS THROUGH TIPS

The following "School Participation Questionnaire" describes the type of involvement experienced by the college students. Under section B the column "Plan" reflects only the percentage of those students unable to "Assist in" or"Direct Alone". The column "Assist in" reflects only the percentage of those students who were unable to "Direct alone". The percentage in the "Direct Alone" column assumes opportunity to "Plan" and "Assist in".

In the following statements mark each of the vertical columns with your choice from the key.

KEY

X------I was able
Blank--I was not able

B. In the participation portion of the TIPS experience, I was able to

% Plan	% Assist in	% Direct alone:	
14	11	58	1. Audio-visual presentations.
7	0	86	2. Games
0	25	72	3. Supplying supplementary materials
0	32	68	4. Marking of papers.
0	43	58	5. Handling special situations - group singing, folk dancing, etc.
0	18	79	6. Personal assistance to pupils
0	18	54	7. Setting up apparatus
0	4	75	8. Reading to students
4	7	89	9. Making of bulletin boards
0	18	39	10. Poster making
0	11	86	11. Handling of discipline problems
0	21	72	12. Analyzing pupil work for creativity.
0	25	65	13. Drill work
0	14	86	14. Helping pupils solve problems.
0	7	89	15. Creative activities
4	43	11	16. Planning and conducting field trips
0	36	32	17. Incidental learning situations-current affairs
0	21	68	18. Individualization of instruction
0	36	18	19. Planning parties and picnics

B. (Continued)

Plan	Assist in	Direct alone:	
0	21	7	20. Pupil publications
0	11	0	21. Parent teacher conferences
0	4	96	22. Conducting group discussions
0	50	36	23. Supervising pupils during recess, lunch, etc.
0	11	89	24. Class discussions
0	18	75	25. Administering and interpreting informal tests.
0	0	93	26. Teaching specific skills in various subject areas
0	4	0	27. Others (list)

C. Goals achieved relative to interaction with school personnel.

I was able, not able:

		1. To have the opportunity to talk with personnel connected with the school operation.
96	4	a. Other teachers
65	35	b. Visiting teacher
79	21	c. Subject area consultants
65	35	d. Principal
11	89	e. Counselor
65	35	f. Custodial staff
61	39	2. Through discussions with various school personnel to: a. Obtain insights into the nature and role of various professional organizations.
82	18	b. Examine the responsibilities of teachers beyond the classroom

C. (Continued)

I was able, not able:

72	28	2. (Continued) c. Gain insights into the role of special consultant staff connected with the school.
96	4	d. Become aware of special programs for special groups of children.
75	25	e. Become aware of the diagnostic procedures for identifying special children.
		Other (list) a.
		b.
		3. Have the opportunity to examine:
58	42	a. Cumulative records
72	28	b. Methods of reporting to parents
100	0	c. Teacher's manuals used in subject matter areas
93	7	d. School facilities
89	11	e. Methods of record keeping
4	0	Other f. Family Background
		g.

D. Changes that occurred in me as a result of the TIPS experience.

I am able, not able to:

100	0	1. Feel more at ease in working with children in a classroom situation.
100	0	2. Identify more precisely the characteristics of a given age group
100	0	3. Construct, on my own, daily lesson plans appropriate to a given grade level.
93	7	4. Construct, on my own, daily lesson plans so that I could work with one group while the rest of the class was engaged in another activity.
100	0	5. Judge how long a planned lesson takes to implement.

D. (Continued)

I am able, not able to:

93	7	6. Have a "storehouse" of techniques that are usually motivating to this age group.
93	7	7. Identify specific reasons why I am, or am not, suited to work at this grade level.
96	4	8. Identify specific reasons why teaching is, or is not, a suitable career choice for me.
100	0	9. I feel more competent in deciding what curricular pattern is most satisfying to the children of this age group.
7	0	Other(Please specify) 10. Motivate intrinsically
4	0	11. Handle discipline problems better
4	0	12. Leave school problems in classroom
4	0	13. Leave personal problems at home
4	0	14. Lead discussions
4	0	15. Introduce creative activities

E. Comments:

STUDENT JOURNAL

The following is the journal kept by one student, Donna Kaltreider, involved in TIPS.

KNOW YOU WHAT IT IS TO BE A CHILD?
IT IS SOMETHING VERY DIFFERENT FROM
THE MAN OF TODAY. IT IS TO HAVE A SPIRIT
YET STREAMING FROM THE WATERS OF BAPTISM:
IT IS TO BELIEVE IN LOVE, TO BELIEVE IN
LOVELINESS, TO BELIEVE IN BELIEF: IT IS
TO BE SO LITTLE THAT THE ELVES CAN REACH
TO WHISPER IN YOUR EAR: IT IS TO TURN
PUMPKINS INTO COACHES, AND MICE INTO
HORSES, LOWNESS INTO LOFTINESS, AND
NOTHING INTO EVERYTHING, FOR EVERY
CHILD HAS ITS FAIRY GODMOTHER IN ITS SOUL.

Little girl on the carousal...
around and around...
clinging to the neck of her carved steed...
hands playing with the straw mane...
forgetting where she is...who she is...
Now she is a princess riding a beautiful stallion.
Glorious countryside...
feeling ecstatic, real...

Oh! Perish the thought...
but little girl, someday, you must dismount your
little pony, your dream...
step off the carousal... your little girl's world...
Suddenly the larger world swallows you...
Will you be ready?
To accept, to change... to struggle...
for nothing is constant...
People come and go...
Just as you left your painted pony,
so someday, you must leave them,
or they will leave you.

If you return, it's never the same.
Your pony looks smaller...
the carousal goes slower...
they'll laugh if you buy a ticket to revive old
memories...
You'll stand here...
watch the children ride around,
one especially...
clinging to the neck of the pony you once loved.

Feb. 5, 1973

Things aren't like they've always been. They all say, "Oh, I've always wanted to teach," but I haven't. I've dreamt big dreams.I visualized myself being a heroine in the wilderness, saving people, fighting wild animals, having my name on front pages. I can't really say what changed my mind...a multitude of things. There was the little brain-damaged boy who cried at recess because the others screamed, "Retard! Retard!" I felt helpless, looking into his eyes, I wanted to give him all the strength he'd ever need to face people. I wanted to reach inside him and rip out the dark curtain which wrapped his tiny mind in frustration and confusion. How could I help him understand when I couldn't explain why a small child's mind is stifled, broken, before it can begin to expand? I only held the little boy, but it was then...I began to disregard my heroic wilderness ideas.
Multitudes of experiences manipulated my mind, pulled me towards the direction I go today.

I suppose much of the little girl remains within me. My ideas haven't been disregarded completely. A child's mind represents so much of the unknown. To help a small mind discover, to take that special curiosity of theirs, build an alert, sensitive, enthusiastic being... For by taking the unknown, little world of a child's mind, exposing them to the wonders of our world, building upon the sensitive, loving spirit which they already possess,

we expand the world's spirit. The wild animals I fight, are the uglyness of ignorance from which is bred all hatred and malice.

But in all honesty, I expect to learn much from those tiny minds. My motives I suppose aren't entirely unselfish. Children possess a special perceptive gift which surpasses any awareness that adults possess.

I remember a little girl in church. Recently after my mother died, I was deeply confused, my mind constantly being haunted with, "Why?" and desperate with loneliness. I went to church alone. I didn't know exactly what I was looking for, but I needed some peace away from over-comforting relatives. She must have seen me go in. Later, I heard small footsteps. I didn't look up...too preoccupied with my own thoughts. She kneeled beside me and said, "God doesn't want you to cry." She'll never know how much she gave me with such a simple statement.

Hence, I teach, and want to give with every fibre of my being to those beautiful "little people."

Feb. 12, 1973

Monday mornings in third grade? Generally chaotic... perhaps that isn't the correct description. The room overflows with excitement and enthusiasm. I wish I had a few more pairs of eyes, and ears. Little hands tug persistently at your sleeves saying, "Listen to me. I have something important to say." They ask for your atention, your understanding. Minutes before I entered the room, I felt tired from an activity filled weekend. Somehow their eagerness and earnestness overflows the brim of their bodies and fills mine. I feel deliciously refreshed!

One freckle-faced, sandy haired boy shows me the valentines he made. Some eagerly ask when they can bgin painting their mural.

Then again, I am reminded through one little fellow how deeply even or perhaps I should say especially a child feels the confusion and resulting frustration of experiences which he isn't sure how to cope with and which are inevitable and completely uncontrollable.

"Guess what happened? There was an accident in front of my house and my best friend was killed. They're neighbors and my mom's upset. I can't hardly sleep no more."

Here a child must learn to accept something so alien to his entire spirit. Always surrounded with ~~with~~ the vitality of living, death closes in; being unfamiliar, it is so confusing for adults to grasp the loss and cope

with the separation. How can a child be expected to grasp the circumstance? Yet he must, and if opportunity permits, I will try to prepare children for the natural events of life, death being included; for is it not actually a prolonged sleep? - the attainment of a higher level, a spiritual transformation which we constantly reach for in this life, but our physical components so often build barriers? Merely a continuation of the life we now live, yet we react and live in a totally different perspective. A tangent? I suppose; all people conceive of death in different terms but the most important thing is to help the child cope with his fear of this unknown and perhaps overcome it.

So, one small boy faces a reality, bears and suffers a grief...a small piece of innocence torn away from his delicate, little heart. Hopefully, it wasn't done too maliciously, so the hurt heals, leaving the necessary strength of experience.

March 20, 1973

Weeks have passed since I've written about my experiences in the classroom, probably because I've gotten so totally involved in all the activity that I haven't found the time to quietly sit and express myself. I must admit I've definitely gone through periods of disallusionment concerning my own capabilities. So often, I have left feeling completely useless, not knowing if they've learned anything at all. I ask myself, "Was I meant for the classroom?"But these feelings come only in moments and I remember eyes that sparkle when they finally comprehend some previous unknown...enthusiastic voices shouting an answer or an excited child telling you about a discovery he has made totally on his own.

I remember the discussion concerning literature. "Why do we read books? What do they offer us?" Never even anticipating such an answer, one contemplative little character said, "Well, they teach us about Life." Perhaps I'm a bit too emotional, but the tears in my eyes were from pure appreciation of such a beautiful mind - a young mind grasping the meaning of literature, the relatedness to life, most important his life of which I saw unfold a little at that moment.

Children are surely the most sensitive of people. Just yesterday a little girl wrote her interpretation of

a picture she chose. She was attracted to a picture of an old women who was crying. The child's writing revealed all the sensitivity and feeling which the pictures exemplified. She said, "Maybe the woman is crying because she has lost her children." She saw the pain and hurt in the women's eyes and perhaps identified with it in her own small way. Nevertheless, she expressed it beautifully.

Yes, I experience pure discouragement at times because I don't know if I'm giving as much as I can. But somehow, I'm gradually coming to the realization that I can only give as much as the children wish to take. The giving and taking is an extremely delicate process... an extremely beautiful one.

A little girl anxiously handed me a note today. She looked intensely into my face saying, "Please read it right away." I should have learned by now to prepare myself for the unexpected, but the note held such impact that my emotions were caught unawares.

Dear Miss Kaltreider,
Today is my birthday. It is also my mother's. She died when I was in first grade. I miss my mother and I cried when she died.

I don't think the child was imploring for sympathy. She merely needed someone to listen because although it was a special day for her, she remembered even more vividly her mother on that day. Again, I thought how extremely lucky, I was to have had the opportunity to experience so much with my mother while so many children barely realize their parentage. Later that day, the class wrote personifications, and she asked if she could write herself a letter from her mother. Realizing she definitely felt a tremendous need to express herself, I consented, telling her she could write what she wished. Moments later, in a child's uneven scrawl, I received one of the most meaningful works I think I've ever seen from a child, for it consisted of her conception of an existence after death, a theory which fit very beautifully into her scheme of events. A child's view of heaven is intriguing. She sensed a definite, tangible place where her mother lived beautifully and perfectly, and yet was still capable of playing an ever-

present role in her life. As she expressed it, "My mother watches over me and she likes to see me happy."

Death is such a difficult occurrance for children to grasp, because the separation is such a mystery. However, I didn't hear the child question the justification of the event. She was learned to cope with the situation and developed a possitive attitude concerning an aspect of life which we all encounter eventually. It's utterly amazing how she has achieved so much at such an early age.

March 28,1973

The cool March winds playfully
tousle his sun-lit hair.
For a time, his small figure
outstretched on the hilltop,
challenging the ever changing wind.

Who will tell him
that the wind is best at one's back
its fickleness turns you constantly
till exhaustion overcomes
leaving your fragments to blow eternally
with the immortal hale?

Bestrong little one...be strong
Your spirit will soar above the wind...
and whisper love...
and whisperllove...

These words entered my mind today while I flew kites with the children at recess. Running gracefully across a field ad yelling with exaltation when the wind finally catches the kite,lifting it ever higher and higher. As I watched them, I felt a surge of emotions. Nostalgia, excitement, and sorrow filled me so completely during those moments. First, I remembered a little girl running madly through a field, kite in hand, wishing she could be lifted as easily as the kite had been...up, up, up, to float with the clouds wherever the wind happened to blow. I sense that something has been lost since those days, but somehow regained when I watch these children run with their kites, perhaps racing time which so cruelly will overtake them...too soon, too soon. The mood is contagious

because I too am running, my spirit climbing to heights the kite will never attain because I realize that within the dark recesses of our soul, the child's spirit waits to be released. Too often we forget to let it soar.

"Yesterday's dreams are tomorrow's sighs;
Watch children play.
They seem so wise."

April

It frightens me to think of how a child can be manipulated. Beginning as a tiny, helpless infant, a parent has the overwhelming power to produce a beautiful being contributing much to society or a grotesque monster with aims to hurt everything within reach. It could be comparable to a sculptor beginning with a meaningless lump of clay. It is his skill, his devotion and passion which upon being poured into the work overflows with meaning and beauty for all who behold it. Parents essentially are sculptors of something more vital than clay. They're sculptors of minds, of values and attitudes, of "little people" who can ultimately convey beauty and meaning to all they touhh.

Too ofteh, however, children are not so delicately treated. Instead of concern attention and love, there is apathy, selfishness, and indifference. I think often of these unfortunates. I see many of them, confused, with instability, reaching out for someone to listen, to express to them, in some way, "I care what becomes of you. I'm interested in you." These children haunt me at times. If I were to return in a decade, where would they be? What will become of them? What would they be like? Will they be happy? These are the children who need someone to throw them a rope to prevent drowning. Such a task is not my duty as a teacher so much as it is an obligation I feel for humanity.

Naturally, I can't influence every wayward, disallusioned child, but it will be worth the effort if only one child, yes...only one, becomes untwisted, hopeful and excited about a good life.

April 24

Upon being home over Easter, I decided to visit the children's home for phisically and mentally handicapped children where I had worked last summer. Since I had only been there twice throughout the year, I never expected them to remember me, but surprisingly enough they did, at least the few I had worked closely with.

When I first began going there, I would unconsciously retreat from their gnarled hands, twisted bodies, and salivated faces, but gradually the beauty of the person emerged and presented itself to me very much like the emergence of the butterfly from the cocoon, except perhaps with these children, the loveliness was always there; I had to overcome my inhibitions. These children are extremely special to me. They possess an unlimited spiritual strength which cannot be matched by anyone who has never suffered. Not a day goes by that one girl I know specifically feels no pain in her contorted limbs. Julie is a victim of cerebral palsy and will never walk. She expresses a desire to do things other girls her age do, but she's accepted her handicap remarkably. When I left her at Easter, she cried because she misses communicating and as I left I felt grateful that I was capable of walking out. The same question haunts me each time I go there. "Why? Why are there children like this? what kind of a life will they live? Could a merciful God have done this?" Perhaps such questions are impossible to answer, but then I remember that unconquerable strength with which

they bear their suffering and how they inspired me to bear my own grief more graciously, more bravely. For this, these children are very special to me and I thank them and will remember them always.

April 28

Returning to the classroom after Easter is an occasion I've been anticipating. It's amazing how much I missed these shiny-faced little "elves" disguised as cherubs! Unfortunately, our arrival in class disrupted everything because all eyes were upon us asking for special attention. "Please listen to me. I need someone to listen." They all seem to say.

Class is a indescribable pleasure because the children are enthusiastic and eager to work for us! I too, am enthusiastic because we are beginning aoshort unit on the loveliest form of communication - poetry.

The children have a special characteristic for writing intense, sensitive poetry. They possess a naturalness which is difficult synthesize once it has been lost. It is in their poetry that one can actually hear the babbling brook, wind in the willows, and see the "fog creep in on little cat's paws."

Throughout the unit, there work was impressionistic, revealing that special perceptiveness that only children are capable of attaining without practicing.

"I wish I were a butterfly
but really I am myself."

"I wish I were a blade of cool grass
but really I am a weed."

" I would like to be a butterfly
because a butterfly is a kiss
and I would fly away
if somebody tried to touch me."

Only a child sees the world with a freshness and novelty making every experience for him mystical, wondrous, miraculous; thereby resulting in a creation of poetry where all the earth's wonders and people's feelings are windowed through Words.

May 10

The last day with the children was touching to say the least. They surprided us with a mountain of cards and letters saying in their own small way how much they cared, implicating to me even more a child's immeasurable capacity to love. One boy wrote, "Today is your day because it is your last day. Everybody's last day is their best day."

I could never capture the depth or meaning which my numerous experiences with the children have had upon me. So many experiences could be enumerated upon, but unfortunately, time hardly allows.

I recognèze my most adverse weakness in working with children is my inability to stay uninvolved. These children will remain in my mind the remainder of my life. Often, I'm sure I'll wonder what happened to the little boy with sandy hair, or the little girl with pigtails and lovely almost omniscient brown eyes.

Will they be happy? Will they never be afraid of dreaming, of pursuing their dreams, because essentially is that not what dreams are for? Will they retain their sensitivity, remembering to feel deeply and drink of all the richness of life: the sweetness of love, the harmony of laughter and singing, and yes, even the separation of death, the pain of tears, the silence of loneliness? For every aspect of life produces those qualities within us which provide strength in living and added dimensions to life.

CONCLUSIONS

1. All aspects of the evaluation of the TIPS program show it to be a worthwhile experience.

2. The participating classroom teacher is possibly the most important component in a program like TIPS. She needs to be flexible and accepting of the philosophy of the program. The more flexible and accepting the teacher, the better was the students' experience. It was recognized that the classroom settings in which students worked may not have represented exemplary teaching situations. Course work for college students, therefore, included instruction with desirable teaching techniques, etc., not observed in the classroom.

3. College students involved in a program like TIPS should be committed to becoming professional teachers. Students who are merely obtaining a degree may find the total involvement too demanding.

4. The program must have a well structured program. However, within that structured program, there is need for flexibility in order to meet the individual needs and abilities of students, professors and participating teachers.

5. Lines of communication between students and professors, between students and participating teachers and between professors and participating teachers must be kept open.

6. Close supervision of the college student by the college professor, while desirable, is impossible. There is not enough time in a day to do all that might be done in a program such as TIPS.

7. The pairing of students is important. A student teamed with a disinterested partner, however, is at a disadvantage.

8. Participating teachers tend to want to make a student teaching experience out of the TIPS experience. The participating teacher sometimes cannot see the value of theory and class work. Rather, they may see learning to teach as only a classroom experience.

9. College students have not learned how to learn, how to organize and budget time, select activities and deal with uncertainties. They expect to be spoon fed with their responsibility being later to regurgitate that which was fed to them. When their learning situations change to a less formal one, students are faced with fear, confusion and frustration. However, given encouragement, acceptance and time, students will adjust to a more open type program. In an open program such as TIPS, students will "totally" commit themselves, (when they see value in the activity) thus working much harder. Students also appear to give evidence of more creative thinking and greater academic

achievement in a program such as TIPS.

10. The professors' work load for a program such as TIPS is enormous. Each student needs to be observed in the classroom and have the benefit of individual and group conferences with participating professors. The student needs to participate in scheduled professor-student interaction and feel free to contact the professor at any time. The professor also must plan and carry out activities which help students develop the theoretical aspects of teaching. Evaluation of students is also an important responsibility of the professor.

11. Time for students is at a premium in any type of Professional Semester. The Total Involvement Professional Semester was set up for a much greater student involvement than occurs in the normal Professional Semester. While 46% of the students suggested limiting the work load and 25% of the students stated that the work load was too heavy, it is doubtful if total involvement could be experienced while providing a lesser work load.

12. Three weeks of concentrated theory at the beginning of the TIPS experience is too frustrating to students. Three hour blocks for class (seminar) discussion are too long.

13. Two professors working with students provided much better professor-student interaction.

14. It is felt that students participating in this program entered with their own priorities. Such priorities appeared to include factors like:

    1. becoming familiar with instructional materials - work books, text books, instructional kits, etc.
    2. Checking workbook assignments, etc., with children
    3. supervising children in the hall and on the playground and
    4. directing independent learning activities.

    While these priorities are desirable and valid, they did not represent the higher levels of competencies that the TIPS program was designed to develop. It was hoped that in addition to the above, students would develop actual competencies such as:

    1. Skill in using a DRA (Directed Reading Activity)
    2. Skill in teaching mathematics, spelling, and word attack through discovery.
    3. Skill in using techniques of diagnostic teaching, including informal and formal diagnosis.
    4. Skill in the use of multi-media techniques, etc.

    In short, it appears as if many students were preoccupied with needs that should have been met through experiences with children during the students' Freshman and Sophomore years.

RECOMMENDATIONS

1. TIPS should be continued at Shippensburg State College as one of several alternatives for Professional Semester students.

2. The professors involved with TIPS should meet with the participating teachers prior to developing course outlines to discuss classroom activity and assignments. The reasons for certain required activities like lesson planning, Flander's, and unit construction should be explained to the participating teachers. The participating teachers should be given the opportunity to decide upon certain learning experiences for the students.

3. College students should have an opportunity, after knowing of the total involvement of TIPS, to volunteer for the experience rather than choosing at random a section of Professional Semester students.

4. Field trips should be reduced to a maximum of five and scheduled so as to provide student involvement in pre-planning and follow-up.

5. Unless A. V. becomes the responsibility of the Elementary Department, it should be handled by a professor from the communications department who is in sympathy with the philosophy of TIPS and who is able to integrate course content into the student activities of TIPS. No more than one hour per week of class time should be devoted to A. V.

6. There should be no more than two weeks of concentration at the beginning of the TIPS experience.

7. Class (seminars) should meet three times weekly for two hour periods, plus one hour for A.V.

8. One of the two Elementary Professors involved with TIPS needs to administer the program.

9. The two professors involved with TIPS need a reduced load. This reduced load is a must for the administrator of TIPS and highly desirable for the support professor. With the administrator carrying responsibility for three of the Professional Semester courses a full load, the other professor might, if necessary, carry four courses providing the courses were ones he was well prepared in and provided the courses taught outside the TIPS program were the same courses as those for which he was responsible in the TIPS program. For example, the professor responsible for reading and language arts in TIPS might teach reading and language arts to another section of Professional Semester.

10. Since the classroom teacher is a key factor in the success of TIPS an alternative to TIPS would be to schedule each professor teaching a section of Professional Semester to also teach his subject in the

Laboratory school. Then that section of college students would be scheduled to work with their professors in teaching children.

11. The help of a graduate assistant is necessary for the success of TIPS. If the graduate assistant now working with the science program could aid TIPS in the science aspect of the program, part time use of presently authorized graduate assistants might suffice. However, the use of a full time graduate assistant is highly recommended since it would allow for video taping of college students and other like experiences.

12. Students should receive one grade for the Professional Semester experience rather than six grades.

13. The number of students involved in TIPS should be approximately 20 with a maximum of 24.

14. Students should spend 3 to 4 half days per week in the classroom, but not a full week. The last weeks of a semester before finals' week should be reserved for professor-student conferences, independent study, and summaries of course work, etc. Students should spend 3 or 4 full days in the classroom the week preceding this last week.

15. To better prepare students to develop teaching competencies, there needs to be a long range program of student involvement with children. An ideal program might provide for the following:

*Freshman Year - classroom and child observation where teaching competencies were introduced and observed with the beginning of development.

*Sophomore Year - teacher aide experience where teaching competencies were introduced, observed and developed.

*Junior Year - TIPS experience where teaching competencies were developed, extended and further refined.

*Senior Year - Student teaching where previous teaching competencies were extended and refined, and more advanced competencies developed.

EPILOGUE

The most frustrating tale of TIPS is that due to budget problems there are no plans to continue the program. With the contacts made in the public schools and the experience gained by professors involved in TIPS, it appears inefficient to discontinue in the early stages such an innovative program.

APPENDIX I

TIPS

SCHEDULE FOR WEEKS ONE THROUGH SIXTEEN

TOTAL INVOLVEMENT PROFESSIONAL SEMESTER

TIPS

[1]Schedule for weeks one through sixteen

WEEK ONE

January 16:		Orientation and Behavioral Objectives
January 17:		Library Orientation
January 18:	a.m.	Learning Centers
	p.m.	Orientation to Project - GH 320
January 19:	9:00	Evaluation Scale
	10:00	Piaget - Dr. Payne

WEEK TWO

January 22:	8:00	Dr. Stafford - GH 320
January 23:	8:00	Meet in GH 320
	8:30	Visitation at Central Elementary School 1. Philosophy of School - Mr. Bonitz 2. Visit Classroom of assignment
January 24:	8:00	Dr. Payne - GH 320
January 25:	8:00	Dr. Stafford - GH 320
January 26:	8:00	Dr. Payne - GH 320

WEEK THREE

January 29:	8:00	Dr. Stafford - GH 320
January 30:	8:00	Dr. Payne - GH 320
January 31:	8:00	Dr. Stafford - GH 320
February 1:	8:00	Dr. Payne - GH 320
February 2:	8:00	Dr. Payne - GH 320

WEEK FOUR[2]

February 5-8:	8:00 a.m.	Report to assignment with children
February 5:	1:00 p.m.	Dr. Payne
February 6:	10:00 a.m.	Small group visit to Perceptual Development Center - Central Elementary School.
February 7:	1:00 p.m.	Small group visit to Perceptual Development Center - Central Elementary School
February 8:	1-4	Dr. Stafford
February 9:	8:00 a.m.	Small group visit to Perceptual Development Center - Central Elementary School
February 9:	1:00 p.m.	Small Group visit to Perceptual Development Center - Central Elementary School

WEEK FIVE

February 12-15:	8:00 a.m.	Report to assignment with children
February 12:	1-3 p.m.	Dr. Payne
	3:15 p.m.	Mrs. Waynant at Central
February 16:	Attend in-service with classroom teachers	

WEEK SIX

February 19-22	8:00 a.m.	Report to assignment with children
February 23:	7:30 a.m.	Field trip to Potomac Heights and Summitview Elementary Schools (Bring Lunch)

WEEK SEVEN

February 26 - March 1:	8:00 a.m.	Report to assignment with children
March 2:	8:00 a.m.	Field trip to Harrisburg State Museum, Library, PSEA, and PDE

WEEK EIGHT

March 5-8	8:00 a.m.	Report to assignment with children
March 9:	7:30 a.m.	Meet at Rowland Hall for field trip to York

WEEK NINE

March 12 - 15	8:00 a.m.	Report to assignment with children
March 16	7:30 a.m.	Meet at Rowland Hall for field trip to West York.

WEEK TEN 3

March 19-22	12 p.m. (noon)	Report to assignment with children
March 23	7:30 a.m.	Meet at Rowland Hall for field trip to Dover.

WEEK ELEVEN

March 26-29:	12 Noon	Report to assignment with children
March 30:	8:30 a.m.	Meet at Rowland Hall for field trip to Youth Development Center, Loysville.

WEEK TWELVE

April 2,3,5:	12 Noon:	Report to assignment with children
April 9-23:	Spring Vacation. Good luck in catching up !	

WEEK THIRTEEN

April 24-26:	12 Noon:	Report to assignment with children
April 25:	8:00 a.m.	Meet at Rowland Hall for field trip to Special Services, Carlisle.

WEEK FOURTEEN

April 30-May 3:	12 Noon:	Report to Assignment with children.
May 2:	7:30 a.m.	Intercity Harrisburg
May 4:	7:30 a.m.	Howard County, Maryland

WEEK FIFTEEN

May 7-10:	12 Noon:	Report to assignment with children
May 11:	7:30 a.m.	Early Childhood Center, Harrisburg, Pa.

WEEK SIXTEEN

May 14-18: Final Exams

1During weeks 4 through 7, Seminar students will meet twice weekly from 4:00 p.m., in GH 32o. Dr. Payne will be in charge on Monday and Dr.Stafford on Thursday. During weeks eight through fifteen, Seminar meetings are scheduled for 8:00-11:00 on Tuesdays and Thursdays. Dr. Payne will be in carge on Tuesdays and Dr. Stafford on Thursdays.

2During week 4, all seminar students will visit the Perceptual Development Center at Central elementary School. You are to make this visit during the instruction time for children in your assigned classroom. Students at J.W. Kline will visit the Center on Tuesday February 6th, beginning at 9:45 a.m. This is the day that children from J. W. Kline are bussed to Central for classes at the Perceptual Development Center.

3We will keep the same assignment unless you have a strong desire to switch. This will avoid the problem of getting oriented to a new situation.

APPENDIX II

DATA SHEET

Special Project Data Sheet

1. Name_____ Student Number_____
   Last First

2. Local address_____
   Local phone number_____

3. Home address_____
   Home phone number_____

4. Term and year of student teaching_____

5. Term and year of graduation_____

6. Sequence_____

7. Area of instructional interest - what do you enjoy most that involves elementary teaching?_____
_____

8. Grade level preference (special education is available)

   1st_____
   2nd_____
   3rd_____

9. Person with whom you wish to work. (Be sure your name is on that person's data sheet!)_____

10. Check one ( )

    a. Place you desire to work:
       _____J.W. Kline (must have your own transportation)
       _____Central

    b. Have you had A.V.? Yes____ No_____

11. Work Experience_____

12. Circle each word which describes your anticipation of the experience.

fearless	eager	enthusiastic
apathetic	apprehensive	fearful
indifferent	happy	unconcerned
hostile	complacent	inspired
interested	excited	

13. In a brief paragraph describe your feelings concerning this project.

14. Any other comments:

APPENDIX III

EVALUATION BY PARTICIPATING TEACHER

Dear Participating Teacher:

We appreciate your time and effort in the TIPS program. It would help us in evaluating students if we had some feedback from you. We have tried to make the attached form as simple as possible. However, we appreciate any and all comments you may wish to add. The college student will be giving you this form and will be responsible to see that it is returned to us the morning of May 2.

Sincerely,

Jerry and Jim

STUDENT'S NAME_____ TEACHER'S NAME_____

EVALUATION BY PARTICIPATING TEACHER

Please complete and forward in the attached envelope on Thursday, April 26. This evaluation will be used by students and instructors for evaluation. The college student is responsible to see that we receive the envelope.

Please check (x) items which apply.

1. _____ Attended as assigned.
2. _____ Displayed enthusiasm and interest.
3. _____ Related well to teacher and other staff members.
4. _____ Was at ease and communicated with children.
5. _____ Displayed an awareness of individual differences in children.
6. _____ Demonstrated professional attitude and knowledge.
7. _____ Was cooperative and prepared in performance of activities suggested by the teacher.
8. _____ Exhibited strengths as prospective teacher. Describe areas in which the student was especially strong.

9. _____ Exhibited weaknesses which should be corrected. Describe areas in which the student needs improvement.

10. Areas of college student participation. Comment on the quality of his experience.

Area	Comments
_____Reading	
_____Math	
_____Science	
_____Social Studies	
_____Language Arts	

11. Check the word which best describes the quality of this student's participation in your classroom.

_____excellent _____good _____average _____poor

Comments concerning the student. Use the back of this paper and attach other sheets if needed.

12. Would you volunteer your classroom again for this experience?

_____Yes _____No Maybe_____(Why?)

This evaluation was used at the mid-point and end of the TIPS experience. However, item 11 and 12 were not on the form used at the mid-point.

APPENDIX IV

EVALUATION BY PARTICIPATING COLLEGE STUDENT

NAME _____

EVALUATION OF TIPS

Check one:

1. Did this experience help in making theory more meaningful?

   _____very much _____some _____little

2. Did this experience help in understanding how children learn?

   _____very _____some _____little

3. Is this the type of experience which you would like to see during Professional Semester?

   _____more _____some _____less

4. What aspects of this experience do you feel were most meaningful?

5. What aspects of this experience would you like to see changed and how changed?

6. Briefly comment on your personal reaction to the experience.

7. Circle the words best describing your feeling about this experience.

rewarding	exciting	lousy
boring	worthless	interesting
inspiring	worthwhile	challenging
beneficial	dull	complacent
hostile	happy	indifferent

8. Order the field trips taken from most profitable to least profitable by placing a 1 before the most profitable field trip, a 2 before the next most profitable, etc.

_____Potomac Heights and Summitview

_____Harrisburg, PDE, PSEA, Capitol and Museum

_____York City

_____West York

_____Dover Intermediate School

_____Loysville Youth Center

_____Carlisle Special Services

_____Intercity Harrisburg

_____Early childhood, Harrisburg

_____Columbia, Md.

9. Would you take this experience again. Check (X) one.

_____Yes

_____If there were changes. List these changes.

_____No. Why not?

APPENDIX V

STUDENT PERMANENT RECORD REPORT

PLEASE NOTE:

_____has participated in a special innovative teacher training program funded jointly by the Pennsylvania Department of Education and Shippensburg State College. Students participating in this program were given the opportunity to develop teaching competency in the areas of Reading, Language Arts, Math, Science, Social Studies and Instructional Technology while working with children in the elementary classroom. In addition to the extensive work with children (four half days per week for eleven weeks), students were given the opportunity to see a variety of instructional programs and teaching situations such as

Team teaching

The open space classroom

Individualized instruction

Instruction in the middle school

Instruction at the early childhood level

Instruction with children in the inner city

Instruction with children having learning disabilities.

_____

Dr. James Payne

_____

Dr. Jerry Stafford